

Appendix B

Interagency Task Force on Dual Credit

Issues Being Addressed by the Work Groups

Rigor and Alignment

- Research around secondary and postsecondary educators collaborating on alignment and understanding of college level learning standards
- Virtual learning options
- Interventions and supports for students
- Implications to districts of moving students to postsecondary at a quicker pace

Access and Affordability

- Individual Learning Plan (ILP) should guide access to coursework
- Primary focus rests on learning needs of students and not the convenience of schools
- ILP should identify most appropriate time for a student to take a dual credit course
- Statewide funding policy consistent across institutions for dual credit and dual enrollment

Certification

- Review certification regulations
- Review SAC requirements secondary and postsecondary
- Examine models of best practice from other states in terms of teacher assignment

Planning/Advising/Transferability

- Transferability issues resting solely in postsecondary realm between community colleges and technical schools and four-year universities
- Communication of dual credit programs and advantages statewide
- Two KCTCS are not SAC accredited at this point and that is problematic
- Should dual credit exist for students behind their cohort group in one or more areas?
- Clear and concise definitions of dual credit, dual enrollment and articulation credit

Program and Evaluation

- Reinforces the need for a P-16 longitudinal data system
- ILP to be a primary tool for dual credit experiences

Research other states to determine if they have defined the types of dual credit opportunities that bring about the best results